

Assessment, Recording and Reporting Policy

NOVEMBER 2012

Assessment of pupils' needs and abilities, recording their achievements and experiences and reporting these to parents and other professionals is central to the provision of education at Bettridge. This is primarily the responsibility of teachers, with input from the multi-agency team and support staff where appropriate. The aim of recording and assessment is to give a clear picture of where the pupil is now and to inform future planning. At classroom level particularly, there is little intrinsic value in recording information as an end in itself but rather it is important to view the whole continuous process of planning, recording and evaluating as a means of meeting pupils' needs more effectively and of monitoring progress accurately.

All records relating to any individual pupil are accessible to her/his parents on request and to professionals working within the school as appropriate, but are regarded as confidential documents. From time to time professionals external to the school may have access to records for a specific purpose. Students and volunteers do not have direct access to records but may request specific information related to their studies from the member of staff supervising their placement. No documents relating to individual pupils may be photocopied for use outside the school without permission of the Headteacher.

Classroom assessment and recording

Teaching plans

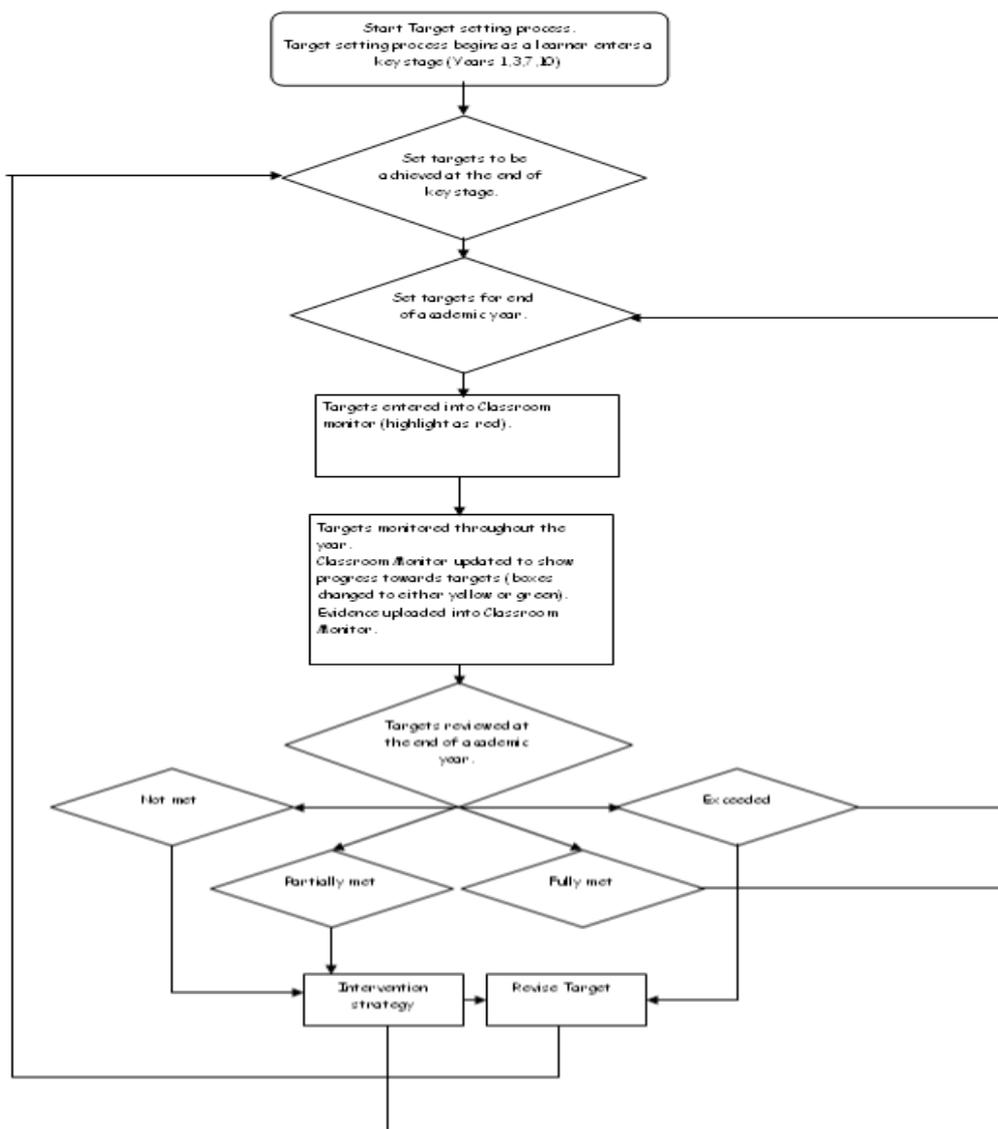
Schemes of work give the outline of work to be covered in each subject area. Termly or half-termly teaching plans are drawn from these. Assessment should be integral to teachers' planning.

Annual Targets

Setting Targets

Individual annual targets are set for each academic year with the class teacher and the Assistant Headteacher. These are then broken down into termly targets for an individual pupil in the subject areas of English and Maths. Targets are drawn from a basket of indicators including progression guidance, CASPA and Teacher Knowledge.

Evaluation of the pupil's progress in relation to these targets is carried out towards the end of each term and recording, including evidence relating to each progress is recorded on Classroom Monitor. Progress against annual targets is collated at the end of the summer term.



Individual Education Plans (IEPs)

This process involves parents/carers as part of the annual review process and pupils wherever possible.

- IEP targets are focussed on the objectives from their Statement of Need, or where appropriate in KS4 and 5, from their accreditation pathway . They should be as SMART as possible (Specific, Measurable, Achievable, Realistic and Time limited)
- At Annual Review (AR), progress against IEP targets and suggestions for future focus for IEPs are discussed and recorded. Teachers refer to the Statement Objectives and most recent AR when setting IEP targets, and in discussion with parents/carers etc., prioritise the most pertinent objectives.

- There are 3 targets set in Sept/October, to coincide with Curriculum Mapping. These will be reviewed in February, and 3 new or revised targets set. Parents/Carers should, where possible, be at these meetings. Looked After Children (LAC) should also have the Social Worker and Head of Virtual School invited to the meetings. These pupils will use the IEPs to inform their Personal Education Plan (PEP).
- If a Statement objective is focussed on English or maths, it is likely there will be a communication or Maths based IEP target.

Non –Core subjects

For pupils in Key Stages 1, 2, and 3 pupil progress in all non core subject areas is recorded by the teachers delivering the subjects and progress is monitored by the subject team. Achievement in the subject is recorded either as comments noted throughout the term or as an end of term summary, which goes forward to be used in the Annual Report.

Accredited subjects

Pupils in Key Stage 4 (Y10 and Y11) and Post 16 undertake a range of BTEC modules, which are accredited by Edexcel. English and Maths is accredited through Functional Skills qualifications where appropriate. This enables pupils to leave school with nationally recognized awards, acknowledging their achievements. The range of accreditation is currently being extended to include the Gateway Award and Duke of Edinburgh Award.

Behaviour Records

Where a pupil is identified as having challenging behaviours, a Positive Behaviour Plan (PHP) will be written in collaboration with Parents/Carers. Copies will be kept in the teacher's records and the Pupil Profile, with additional copies held by the Midday Supervisor's Co-ordinator and the Behaviour Co-ordinator. ABC charts may be used for analysis of patterns in behaviour and response to intervention. Any incidents involving extremes of behaviour are recorded on major incident sheets and through the SLEUTH. Parents must be informed of any physical restraints resulting at the earliest opportunity. Specific behaviour targets are set as part of IEPs for some pupils as appropriate.

Inclusion Folders

Where pupils are involved in regular inclusion in mainstream school, their responses and achievement are recorded in inclusion files. These are individual or group files depending on the nature of the inclusion project. Recording is the responsibility of the TA supporting the pupils, but the mainstream class teacher may also be invited to record comments.

Pupil Profiles – Blue Folders

These documents are kept in the classroom as an easy reference guide for those working with pupils on a day-to-day basis and as an overview for supply staff or temporary staff. They are also a key document for transfer of information as pupils move from class to class.

Pupil Profiles include a copy of the data checking sheet, contact numbers for professionals involved with the pupil, current IEP, last annual report, positive handling plans, feeding programmes, moving and handling information where appropriate and a record of certificates gained. There is also a page where a pupil can record likes and dislikes and some basic information about their family.

Administrative Records

Central File

Each pupil has a central file located in the Admin area. This contains background referral information, correspondence with external agencies, correspondence with parents, reports from professionals such as psychologists, copies of Annual Reviews and Annual Reports and the school copy of the child's Statement of Special Educational Need. These files are available for class teachers, who should sign them out when required, but they are not to be taken from the school premises. Documents should be given to the administrative staff for filing. Keys are available from these staff.

Pupil Information File

Data checking sheets are kept in this file in the Reception area and provide a quick reference when addresses or emergency contact numbers are required. This information should only be used for the purposes intended.

Attendance Records

The keeping of a daily register is the responsibility of the class teacher. Registers should be collected from the School Entrance at the start of each session and returned as early as possible. The approved code should be used to indicate the type of absence when a child is not in school. Attendance is reported to parents in the Annual Report. The class teacher should initiate action regarding unauthorised absences by ensuring that the Headteacher is aware of any concerns. The Administrative Assistant is responsible for transferring register information to the electronic record and for liaising with the EWO.

Pupil Records on SIMS System

Basic information about pupils is kept on the SIMS data system. The Administrative Assistant is responsible for maintaining this information in an up to date form. Information kept is supplied by parents/carers, usually on admission to the school. Staff who become aware of subsequent changes should inform the administrative staff. This information is supplied to the DfE and L.A. through statutory census returns. Each pupil has a Unique Pupil Number (UPN) for this process. Data held and exchanged in this way complies with data protection legislation.

Medical Records

Medical records are kept in a locked filing cabinet in the Nurse's Room to which only the School Nurse has access. These are updated regularly by the School Nurse.

Records for regular medication and emergency medication are kept in the Nurse's Room. These are filled in by the School Nurse or by those with delegated responsibility for administering the medication.

Multiagency Meeting Records

Any member of staff attending a meeting with other agencies should record this on the Multiagency Meeting Form (available on the curriculum network). All minutes must be filed in the pupil's central file.

Transport Information

The administrative staff maintain a list relating to which contractors are responsible for transporting which pupils.

Baseline Assessment

All pupils in the Foundation stage are assessed using the EYFS Profile. In line with statutory requirements, children who are 4+ years old at the beginning of the academic year are given an assessment using the profile to give a standard score.

It must be noted, however, that at Bettridge, children of 4+ may not be new to the Early Years Department, some starting as young as 2 years old and other entering the school much later. It is also recognised that all children entering the EY Department have been referred by Early Years professionals as having some degree of developmental delay or special educational need. In most cases background information including developmental and normative data has been made available by these professionals to both parents and school staff.

Parents are invited into school to discuss assessment outcomes and to assist in the planning of their child's future educational programme.

End of Key Stage Assessment

All schools have a statutory obligation to assess the level of achievement of individual pupils at the end of key stage 2. They must also report on the outcomes for pupils at the end of Y11. Requirements for each key stage vary and may change from year to year. The current requirements are as follows:

Reception

EYFS Profile

Year 1

Phonics testing

Key Stage 2

Teacher Assessment

Each attainment target in Maths, English and Science. An overall subject level for Maths and English.

Tests/Tasks

Maths and English

Key Stage 4

Accredited Courses including Maths and English

National Curriculum Tasks and Tests

Following the use of pre-level assessments, a judgement will be made as to the appropriateness of using National Curriculum tasks or tests for each individual pupil. Tasks and/or tests in deemed appropriate will be administered in the summer term according to national regulations.

Teacher Assessment

The assessment of individual achievements is an integral feature of the work of the school. Teachers evaluate individual targets on a regular basis and summarise these achievements in end of year reports. For many of our pupils it is not appropriate to measure progress in terms of National Curriculum levels of achievement. The pre-levels (known as P Levels/scales) specified in national guidance for target setting in special schools are used with all pupils annually. Teachers undertake moderation activities to support their judgement on levels of achievement. P/NC level assessments are recorded on the CASPA database and used to make returns to the L.A. This also allows the school to benchmark the progress of pupils against CASPA returns and the National Progression Guidance.

P/NC curriculum levels enabling teachers to assess the level at which a pupil is working in a given subject area and to measure progress. Subject co-ordinators collect examples of work in their subject to illustrate achievement at various P levels. P levels attainment in all subjects is assessed for all pupils are entered termly onto Classroom Monitor.

Other Assessment Procedures

Statutory Assessment

The management of Statutory Assessment Procedures at Stage 5 of the Code of Practice for pupils with SEN is the responsibility of the Local Education Authority, and is usually undertaken as pupils approach statutory school age. A number of professionals are involved in this process. Class teachers are responsible for submitting information required by the L.A. from the school. The Educational Psychologist is also likely to meet and observe the child in school at this time. Pupils starting at the school over the age of 5 are usually referred following statutory assessment.

External Awards

During their time at school pupils are given the opportunity to take swimming awards, such as the National Curriculum Water Skills awards, and riding awards administered by the Riding for the Disabled Association.

Annual Reviews and Transition Reviews

Every effort is made by the school to encourage parents to attend the Annual Review meeting for their child. The meeting is arranged by the Administrative Assistant, in consultation with the class teacher. Other professionals involved with the child will be invited as appropriate. Pupils will be invited to attend all or part of their review whenever this is appropriate for the pupil who will usually show and talk about some aspect of their work. The prime purpose of the review meeting is for the child's parents and those directly involved with the child to review progress and agree priorities for the coming year. Reviews for KS4 and Post 16 pupils are called Transition Reviews and address the issue of the child's future placement on leaving school at 16. These meetings are usually chaired by a member of the Leadership Team and are likely to involve a wider range of professionals, including a representative from the Youth Support Team.

During the meeting, comments from all those present are agreed and recorded during the meeting. Parents are asked to sign the Annual Review form which will then be copied and distributed to all those attending the review. One copy is placed in the child's central file and another is sent to the SEN department of the L.A. This process is the responsibility of the administrative assistant.

Annual Reports to Parents

This document is produced by class teachers in June for issue towards the end of the summer term. It provides a summary of the work covered during the course of the academic year, reports on the responses and progress made by the pupil in each subject area and highlights any areas for future improvement. Parents are invited to attend a meeting and/or reply in writing with any comments they have on the content of the report.

Interdisciplinary Assessment, Recording and Reporting

Each member of the school's multiagency team is responsible for assessing a pupil's needs in relation to their own area of work. In doing so they use assessment and recording parameters agreed as part of their own professional standards and contractual arrangements. However, the strength of the provision is that such information can be readily shared with both parents and class teams working with pupils.

From time to time other professionals may be involved in developing strategies for a particular child. The Educational Psychologist will make assessments as part of the Statutory Assessment Process or if there is a particular element of provision which needs review. Advisory teachers for pupils with visual and/or hearing impairments may be involved with individual pupils. They will carry out assessments and be involved in planning for the child in consultation with the class teacher. Specific parental permission is required for any professional outside of the school staff to assess an individual pupil.

Home/School Diaries

Diaries are used throughout the school by staff and parents to relate messages and news about home or school experiences. As the majority of pupils travel on school transport, the diaries form a very important link between the family and the school. School staff need to be sensitive to the fact that diaries may contain confidential information and care needs to be taken as to who has access to them.